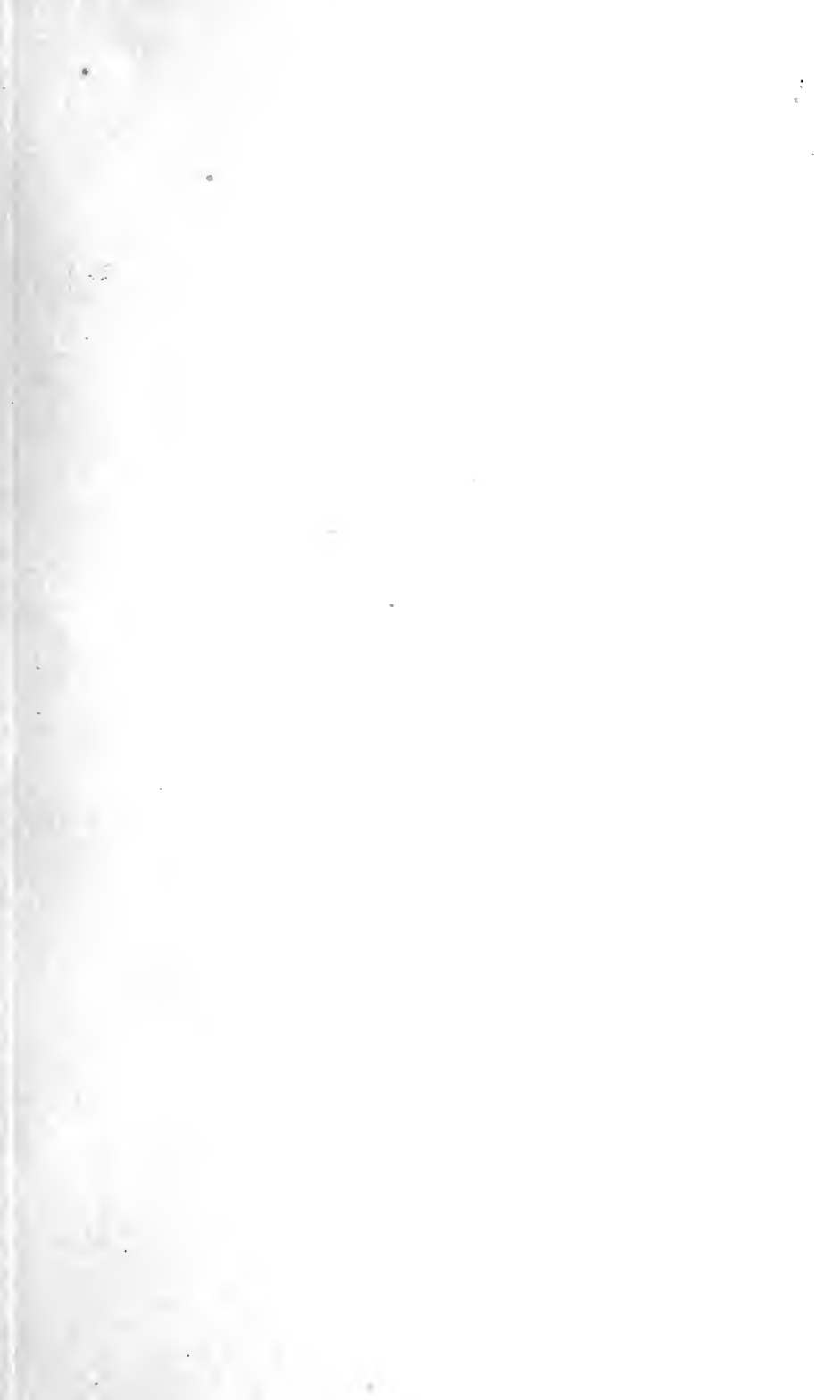
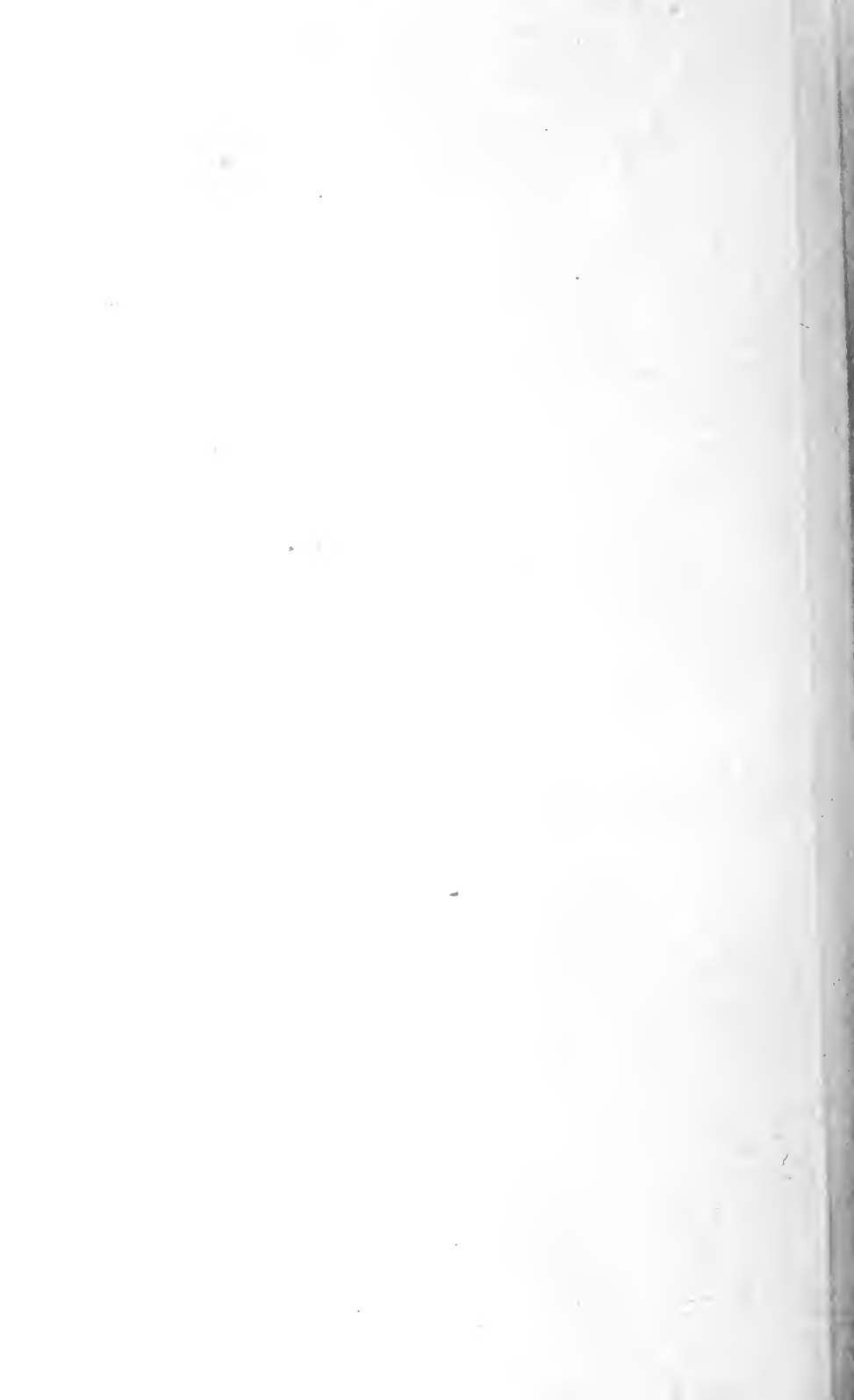


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YORK COLLEGIATE INSTITUTE

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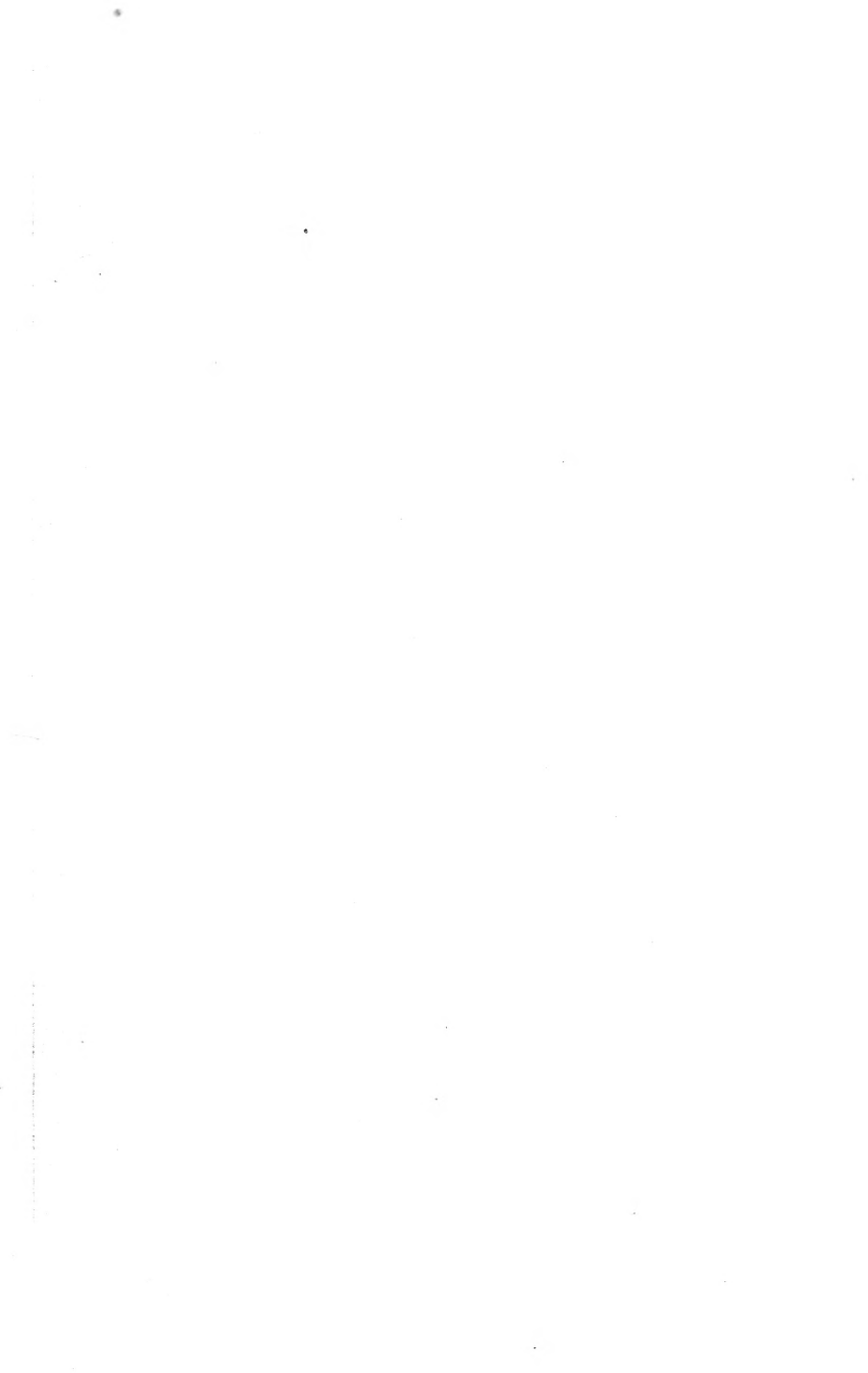
CATALOGUE

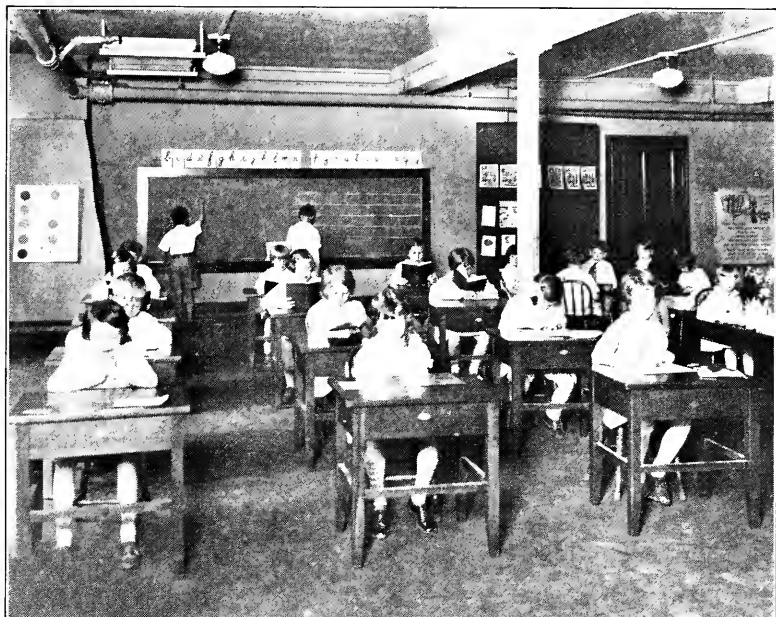
YORK COUNTY ACADEMY

FOUNDED 1787



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CHILDREN OF THE PRIMARY DEPARTMENT AT WORK

57TH ANNUAL CATALOGUE

York Collegiate Institute

CHARTERED 1873

York County Academy

CHARTERED 1787

SCHOOLS FOR GIRLS
AND BOYS FROM THE
KINDERGARTEN TO
COLLEGE

*"Every student should be active
not passive, alert, not dawdling
led or piloted, not driven, but
always learning the value of
cooperative discipline."*

ELIOT, C. W.

1930-1931

SOUTH DUKE STREET
YORK, PENNSYLVANIA

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* Died 1930

‡ Died 1929

† Died 1929

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<i>A. M., University of Pittsburgh Graduate Study, University of Pennsylvania</i>	
LESTER F. JOHNSON *	MATHEMATICS
<i>A. B., Dickinson College Graduate Study, University of Pennsylvania</i>	
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<i>A. B., Mount Holyoke College</i>	
CHARLES W. YAUKEY	SCIENCE, MATHEMATICS
<i>A. B., Ursinus College</i>	
ELIZABETH ANDERS *	LATIN
<i>A. B., A. M., Radcliffe College</i>	
JOHN W. BARWICK	HISTORY
<i>A. B., A. M., University of Pennsylvania Graduate Study, University of Chicago</i>	
J. KENNETH SNYDER	ENGLISH
<i>A. B., Albright College Graduate Study, Columbia University</i>	
MARION E. BROUGHER	FRENCH
<i>A. B., Hood College Graduate Study, Swarthmore College</i>	

INTERMEDIATE SCHOOL

LOIS JORDAN BELL	PRINCIPAL
<i>Study, Columbia University</i>	
HELENA ELIZABETH BRILLHART	ASSISTANT
<i>Millersville State Teachers College</i>	
IVY CLAIRE COOPER	ASSISTANT
<i>West Chester State Teachers College Study, Columbia University</i>	

* Teachers of York County Academy.

ESTELLE GROSS <i>Study, Columbia University</i>	PRIMARY TWO
SARAH THRONE <i>Millersville State Teachers College Russell Sage College</i>	PRIMARY ONE
DOROTHY JENKINS <i>Oberlin College</i>	KINDERGARTEN
LILEON INNIS <i>Illman School</i>	KINDERGARTEN
CLARA BELLE WELSH	ART
CHARLES L. FACKLER, M. D.	SCHOOL PHYSICIAN
CLARA BOSSHART	SCHOOL NURSE
EMERSON METOXEN <i>B. S., Lebanon Valley College</i>	COACH

School Calendar

1930

APRIL 14	<i>Sunday</i> , Founder's Day
MAY 20	<i>Tuesday</i> , Senior Examinations
MAY 23	<i>Monday</i> , Final Examinations
MAY 30	<i>Friday</i> , Memorial Day—Holiday
JUNE 1	<i>Sunday</i> , Sermon to Graduating Class
JUNE 2	<i>Monday</i> , Class Exercises, 8 P. M. Alumni Reception, 9 P. M.
JUNE 3	<i>Tuesday</i> , Commencement, 8 P. M.
JUNE 13	<i>Friday</i> , Vacation Begins
SEPTEMBER 8	<i>Monday</i> , Faculty Meeting
SEPTEMBER 8	<i>Monday</i> , Examinations for Removal of Conditions—New Students
SEPTEMBER 11	<i>Thursday</i> , School in All Departments, 8:30 A. M.
NOVEMBER 26	<i>Wednesday</i> , Thanksgiving Vacation begins, 3:30 P. M.

DECEMBER 1 *Monday*, Thanksgiving Vacation ends,
8:30 A. M.

DECEMBER 18 *Thursday*, Christmas Carols, 2 P. M.
Christmas Vacation begins, 3:30 P. M.

1931

JANUARY 6 *Tuesday*, Christmas Vacation ends, 8:30
A. M.

JANUARY 19 *Monday*, Mid-Year Examinations

JANUARY 26 *Monday*, Second Semester begins

FEBRUARY 20 *Friday*, Week-end Holiday

MARCH 27 *Friday*, Vacation begins, 3:30 P. M.

APRIL 7 *Tuesday*, Vacation ends, 8:30 A. M.

APRIL 14 *Monday*, Founder's Day

MAY 18-22 *Monday*, Senior Examinations

MAY 25-29 *Monday*, Final Examinations

MAY 31 *Sunday*, Sermon to Graduating Class

JUNE 1 *Monday*, Class Exercises, 8 P. M.
Alumni Reception, 9 P. M.

JUNE 2 *Tuesday*, Commencement, 8 P. M.

JUNE 12 *Friday*, Vacation Begins

Office Hours

The Head Master and Principal may be seen personally at the schools from 9.00 A. M. to 12 M. and from 1.30 to 4.30 P. M. on any school day; and at other times by special appointment.

During the summer vacation a representative of the schools may usually be found in the office from ten to twelve each morning, or at other times by appointment.

The buildings are open to visitors throughout the day.

INFORMATION AND CATALOGUE

If requested, a representative of the school will call upon those persons interested, in order to give, in person, whatever special information may be desired.

Requests for catalogues and information about the school should be addressed to the York Collegiate Institute or York County Academy, York, Penna.

*Nisi Dominus ædificaverit domum, in
vanum laboraverunt qui eam ædificant.*

Historical Sketch

YORK COLLEGIATE INSTITUTE

ON April 14, 1873, Samuel Small (1799-1885), one of York's outstanding philanthropists, convened a meeting of a number of his fellow-townsmen and outlined to them a plan which he had formulated for the establishment of a new institution of learning in this community. His reasons for so doing, as well as the character of the school proposed, are best expressed in his own words:

"Deeply impressed with the importance for increasing popular facilities for intellectual and moral culture, and especially solicitous for the Christian education of youth, in this region where Providence has cast our lot,—we desire in this way to lay the foundation of an institution for the purpose of instructing young persons not only in the ordinary branches of literature and science, but also, and especially, in regard to the great business end of life."

The minutes of this meeting state that consultation was had as to an appropriate name for the institution, and that "the name agreed upon was York Collegiate Institute." This meeting, then, marks the foundation of the school; and ever since that time, April 14th has been observed and appropriately celebrated as "Founder's Day."

Later in the same year, upon petition of Mr. Small and his associates, a charter was granted to the institution, under the name adopted, by the Court of Common Pleas of York County, Pennsylvania; after which, Mr. Small and wife conveyed to the corporation the present tract of land occupied by the Institute, located at South Duke Street and College Avenue, in the City of York, together with a large and fully-equipped building which he had erected thereon, and provided the school with a liberal endowment.

The doors of the school were opened for the admission of students and the beginning of educational work on Monday, September 15, 1873; and, on November 3 following, dedicatory services were held in the Hall of the Institute before a large and

distinguished audience. Thus, the school was formally launched upon its career of useful existence.

During the night of December 7, 1885, less than five months after the death of the venerable founder, the school building provided by his bounty was totally destroyed by fire; the present larger and more modern structure being erected shortly thereafter, upon the same site, and fully equipped, through the generosity of Messrs. George Small, W. Latimer Small and Samuel Small, nephews of the founder, as a memorial to their distinguished uncle.

While ever aiming at the highest scholarship, the management of the school, in its more than fifty years of existence, has never neglected the cultural and moral side of learning, and has endeavored to fulfill the design of the founder "that the great object of the enterprise proposed is the promotion of sound Christian education."

THE YORK COUNTY ACADEMY

ON September 20, 1787, The Rector, Churchwardens and Vestrymen of the Protestant Episcopal Church of St. John at Yorktown was incorporated by the Legislature of Pennsylvania as the result of a petition setting forth, among other things "that the members of the said Protestant Episcopal Church formerly in communion with the Church of England had erected and built a convenient church on a lot of ground on Beaver street in the said town and that they had nearly finished and completed a parsonage house and a large and extensive school house upon the square on Beaver street opposite the said church." This charter provided that certain revenues of the corporation should be appropriated "for the maintenance, support and salaries of a proper number of masters and teachers to be elected and appointed by said rector, churchwardens and vestrymen or their successors or a majority of them from time to time for the instruction and education of youth in the learned and foreign languages, reading and writing English, the mathematics and other useful branches of literature in the said school house now called 'The York Academy.'"

In 1799 a tender was made by the church authorities to the Legislature "of a large, convenient two story brick building in the said town, situate in Beaver street, forty-eight feet front and sixty feet in depth, together with the lot of ground whereon the same is erected, which hath been occupied for several years as an

Academy or school house, in order that the same may be appropriated for a public school for the County of York." The Legislature, by Act of Assembly passed March 1st, 1799, accepted the tender; created a self-perpetuating corporation of twenty-one persons under the name of The Trustees of the York County Academy; transferred to the new corporation the title to the building and lot; prescribed certain regulations for the conduct of the school; and authorized the payment to the new institution of two thousand dollars as an endowment.

The new corporation thereupon took over the conduct of the school and maintained it until the close of the academic year 1928-9, when by joint action of the two corporations a reciprocal teaching agreement was entered into whereby it was provided that the York County Academy should thereafter be maintained in the buildings of the York Collegiate Institute and that certain advantages should be enjoyed reciprocally by the students of the two institutions.

During its career the Academy numbered among its instructors a number of famous men, among them Robert Adrian, eminent mathematician; Samuel Bacon, graduate of Harvard, teacher, officer in the Marines, minister and missionary; Thaddeus Stevens, father of the common school system of Pennsylvania; and Daniel Kirkwood, famous astronomer.

Unfortunately, a list of the former students of the Academy is not obtainable, but such a list would contain many well known names. For many years both boys and girls were admitted to the school, but in 1870, the "female department" was abandoned.

PRINCIPLES OF PROGRESSIVE EDUCATION

THE CHILD'S PHYSICAL WELL BEING. One of the most important considerations of the school is the health of the pupils. Space in which to move about, light and air, clean, well-ventilated buildings, attention to proper nutrition, access to the out-of-doors, and greater use of it, are all necessary. There should be frequent use of adequate play grounds. The school should observe closely the physical condition of each pupil, and in cooperation with the home make abundant health available to every child.

SOCIAL DEVELOPMENT AND DISCIPLINE. Group consciousness is developed in children through participation in the school as a community. Discipline should be a matter of self-mastery rather than external compulsion, and character development the result of social experience, and of the recognition of spiritual forces and resources underlying all nature, life, and conduct. A coeducational student body, and a faculty of both men and women, constitute a normal life situation for character and development.

BEAUTY OF ENVIRONMENT. The school should furnish an environment that is simple, natural, and beautiful.

INTEREST THE MOTIVE OF ALL WORK. Interest should be satisfied and developed primarily through (1) direct and indirect contact with the world and its activities, (2) use and application of knowledge thus gained, (3) correlation between different subjects, (4) the consciousness of achievement.

THE CURRICULUM. The Curriculum should be based on the nature and needs of childhood and youth, with the ideas of acquiring knowledge as far as possible through the scientific method of first-hand observation, investigation, experiment, and independent search for material. Through these activities the world of books and abstract ideas is entered. The school should increasingly widen the circle of the child's world, leading him not only to appreciation of national ideals, but also to a realization of the interdependence of peoples, and international good will.

THE TEACHER AS A GUIDE. The teacher should guide the pupil in observance, experimenting, and forming judgments that he may learn how to use various sources of information including life activities as well as books, and how to reason about the information thus acquired, and how to express logically and effectively the conclusion reached. The teacher himself should be given latitude to express his own initiative and originality.

SCIENTIFIC STUDY OF PUPIL DEVELOPMENT. The school should study and endeavor to meet the individual needs and capacities of each child. School records should not be confined to the marks given by teachers to show the advancement of pupils in their study of subjects, but should also include both objective and subjective reports on those physical, mental, emotional, and social characteristics which concern both school and adult life, and which can be affected by the school and by the home. Such records should be used as a guide for the treatment of each pupil and should serve to focus the attention of the teacher on the all important work of child, development.

CO-OPERATION BETWEEN SCHOOL AND HOME. Since the child's life at school and at home is an integral whole, the school cannot accomplish its purpose without the active support and intelligent cooperation of the parents. Reciprocally the school should aid the home in problems concerned with the child.

THE SCHOOL A CONTRIBUTOR TO EDUCATIONAL PROGRESS. The school should be an educational laboratory, where new methods are encouraged, and where the best of the past is leavened by the discoveries of the present, and the result freely added to the sum of educational knowledge.

OPPORTUNITY FOR FULL DEVELOPMENT. Opportunity for initiative and self-expression should be provided in an environment rich in interesting material, the free use of which will release the creative energies of the child.

Principles

THE YORK COLLEGIATE INSTITUTE and THE YORK COUNTY ACADEMY are College Preparatory Schools. Their courses prepare students for all colleges and scientific schools, and furnish a basis in the liberal disciplinary studies. The Curriculum is divided into the Primary, Intermediate, and Upper Departments. The Primary Department includes the Kindergarten and grades one and two; the Intermediate Department includes grades three through six; and the Upper School includes grades seven through twelve. Throughout the Primary and Intermediate Departments the courses are substantially the same and comprise a thorough drill in the fundamentals of Reading, Writing, Spelling, Arithmetic, History, Geography, French, and Art. The work in the last four years of the Upper School is directed specifically toward the programme that a student is to pursue after graduation. As explained in another section of the catalogue, the courses offered are: the Classical, Scientific and English. No later than the beginning of the Fourth Form the administration should know the name of the college or scientific school a student intends to enter. In this way the parents and the authorities of the school will be certain the student is carrying the proper courses.

Education is looked upon as growth, as an enrichment of experiences, as an enlargement of human worth and values. It endeavors to use the school environment and the school subjects of instruction as a means of presenting situations that will give practice in right thinking, right emotional responses, and right acting. To realize this purpose, it aims to have the students not only acquire much knowledge, but to the fullest extent practicable apply it or interpret it in some meaningful way.

It recognizes individual differences and respects the right of the individual to develop in harmony with the best there is in him; always, of course, with full respect for the rights and interests of others.

In brief the school is a place where cooperative living can be practiced under experienced leadership, where self control can be exercised, where consideration of problems of concern to the gen-

eral good can be demonstrated daily in life situations, and where we attempt to nurse and develop the best qualities of each student.

It is the belief of the school that the greatest effectiveness can be attained only by intellectual and sympathetic responses from parents and students to the efforts of those responsible for the administration and instruction of the school.

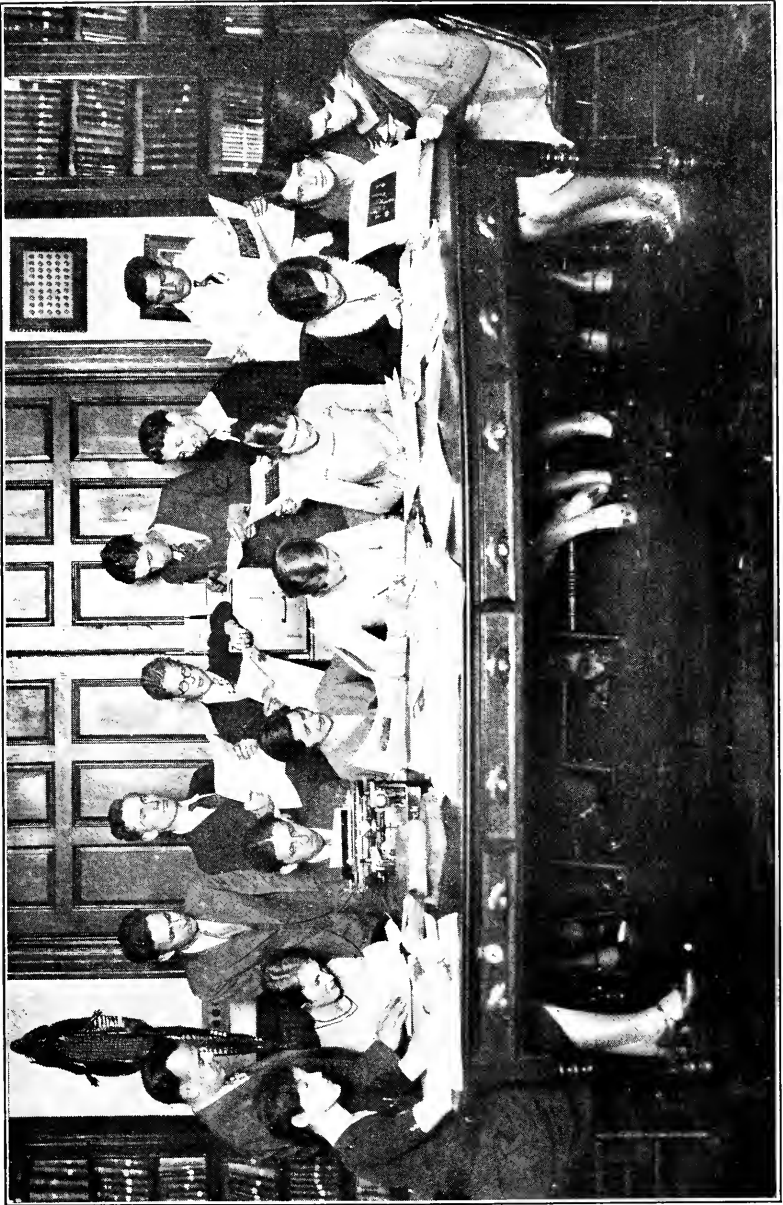
It encourages students to use their own initiative and creative ability, and to form their own judgments upon the evidence of careful considered facts.

THE INDIVIDUAL

Provision for individual difference is becoming essentially a foundation of the school. Probably of first importance is the school's distinctly human attitude toward its students. The question in mind at all time is—How can we use the school situation and the materials at hand in order to bring out the best possibilities in this individual? The answer to this question may sometimes seem to make the path a little easier; it may make the going more difficult. No one can give the answer in advance. It takes much study and time to find it. What ever the policy adopted, the purpose is the same.

The school attempts to *know* each individual. When the students first enter school they become individuals of small enough groups for the teacher to make daily observations of their personal and social behavior traits, and yet large enough to offer the challenge for endeavor.

Various tests are used throughout the school in order to secure additional evidence concerning the individual. *No test is ever considered proof of anything.* Scientifically constructed tests, however, are found to be very helpful in furnishing data of an impersonal and objective nature. The teachers make a careful tabulation of the results of the studies on a complete report form. This form never leaves the school, and is never shown to anyone except the parents of the individual. Parents are greatly urged to visit the school and discuss problems with the principal and the teachers.



MEMBERS OF OUR PAPER STAFF



MASQUERADERS HOLD A PARTY

Buildings and Equipment

MAIN BUILDING

The present main building, completed in 1886, occupies the same site, and stands partly on the same ground as its predecessor. Immediately inside the front entrance of the building is Memorial Hall, dedicated to the founder of the school. His life size portrait and a memorial tablet occupy the central panel of the wall above a massive fire place. On each side there are two memorial tablets placed by the alumni, one in memory of the founder, the other of the first president, the Rev. James McDougall, Ph.D. Life size portrait busts in bronze of E. T. Jeffers, D.D., LL.D., and of Charles H. Ehrenfeld, Ph.D., Litt.D., the second and third presidents of the Institution, also occupy conspicuous places in Memorial Hall. A bronze tablet has been added to commemorate the services of Professor Albert Bigelow Carner, who held the chair of mathematics from 1876 to 1910. On opposite sides of the Hall are two very interesting historic relics. They are the door way of the Court House in which the Continental Congress met in York, 1777, 1778, and the Coat-of-Arms of Pennsylvania, painted in 1796 by John Fisher, a local artist. Recently a trophy case containing many championship trophies has been added.

THE CASSAT LIBRARY, containing five thousand carefully selected volumes, affords opportunity for private research and collateral work in history and literature. Constant additions are being made and donations are solicited.

It is also a repository for the various valuable scientific publications of the United States government.

A special working library, located directly in the main school room, contains dictionaries, cyclopedias, atlases and works of general reference.

THE CHEMICAL LABORATORY occupies a large room equipped with tables having individual lockers for students. Gas, electricity and running water are available for experimental and practical use. There is an ample stock of glassware and chemicals. The equip-

ment includes sensitive balances and graduated vessels for accurate work.

THE PHYSICAL LABORATORY is adjacent to the chemical laboratory and contains tables and other working appliances. There are also, in addition to all the ordinary apparatus for laboratory work in elementary physics, a high grade spectroscope, an accurate barometer with vernier scale, calipers and other instruments of precision for making quantitative measurements.

THE MATHEMATICAL DEPARTMENT includes in its equipment an excellent transit and other necessary instruments for field work. There are also geometrical models, a four-inch refracting telescope, a large celestial globe, and other astronomical apparatus.

A large assortment of maps including a set of Kiepert's classical maps materially assist in the study of history and the classics.

A large relief map of Palestine brought from Europe and presented to the school by Mr. Samuel Small, late president of the Trustees, stands in an alcove of the Library.

The school possesses a fine modern stereopticon of highest grade. For use with this instrument there are hundreds of slides to illustrate different phases of instruction. There is also a reflectoscope of standard make, enabling printed matter to be thrown clearly upon the screen. This entire equipment was the gift of the late Dr. E. W. Brickley, an alumnus and trustee of the school.

General Regulations

ADMISSION

A. UPPER SCHOOL. In order to enter the First Form of the Upper School the applicant will be examined in the several subjects—Spelling, English, Reading, Arithmetic, Writing and Geography.

For admission to higher forms the applicant will be examined in those subjects that are necessary for adequate preparation for advanced study.

B. INTERMEDIATE DEPARTMENT. Usually boys and girls eight or nine years old, with two or more years school work, are admitted to the Intermediate Department. For proper classification it has been found advisable to give several examinations. These examinations often save a student one entire year of school work.

C. PRIMARY DEPARTMENT. The Kindergarten is a place especially prepared for five-year old children. Here they work and play in a wholesome, stimulating environment free from annoying interferences and under wise guidance. A few children, who are four years old, are accepted.

The entrance examinations will be held on Monday, Tuesday and Wednesday prior to the opening of school in September.

TUITION FEE

The endowment funds of the Institutions render it possible to charge a nominal sum for tuition.

The rates per year are as follows:

Kindergarten	\$83.00
Primary Department	108.00
Intermediate Department	162.00
Upper School	212.00
Laboratory Fee	6.00
Diploma Fee	10.00
Locker rent	1.00

There is a special reduced tuition fee of \$100.00 per year, payable in two installments, for clergymen, children of clergymen, and holders of Coleman Scholarships.

As a matter of convenience, the tuition is made payable in two equal installments, one in September at the opening of school, the other on February first following.

The students supply their own books and stationery. These may be obtained at the school at cost.

The School makes arrangements with sporting goods dealers whereby the students may be supplied with uniform equipment for the various sports at the lowest rates.

Students are received at any time during the year, but no allowance is made for absence before November first. When a student voluntarily leaves school before the end of the term, or is suspended or expelled, no refund will be made.

TRANSPORTATION

For the convenience and the safety of the younger children, the school operates a bus, the charge being one dollar per week. Commutation tickets may be procured at a reduced rate from the railroads and suburban electric lines for the use of students who come to York in the morning and return home each evening.

BANK DEPOSITS

A deposit of \$10.00 for each student above the third grade must be made to the school bank at the beginning of each term to provide for the cost of supplies. Each student keeps a check book and draws against his own account. We believe this plan encourages economy of material and will promote thrift. Parents are urged to inspect check books at least once each month and to make additional deposits as the child's needs require it. The school, of course, will also exercise close supervision over each student's account.

MARKING CLOTHING

As a convenience we ask that all clothing and personal property be plainly marked.

ATTENDANCE

Regular attendance is urged as a first essential of progress in school. No pupil will be excused from part of the school day unless

he has presented a written note from the parent or guardian giving a valid reason. The schools trust that it will not be embarrassed by requests for early dismissal to keep appointments that, with planning, could be arranged for out-of-school hours.

HOME STUDY

Parents are asked to cooperate with the school in not permitting children *to go out evenings preceding school days; to maintain at home favorable conditions for study;* and in every way build up in the students' minds respect for thorough school work.

SCHOOL HOURS

Kindergarten	8.45 to 12.00
First Grade	8.45 to 12.00
Second Grade	8.45 to 12.00
Grades 2 to 6	8.30 to 3.00
Upper School	8.30 to 3.00

HEALTH

The health of the student is recognized by the school as a matter of first importance, and provision is being made toward that end. In September a physician will visit and make an examination of each student. This is in no sense intended to be a thorough examination, but it will safeguard the teachers in the demands made upon the strength of the children and reveal physical defects, regarding which parents are expected to consult their own physician.

The school physician will be assisted by a school nurse who will make frequent visits and keep a close supervision on the health of all students. The object of this department may be summarized thus: First, preventative; Second, corrective. This department will work in cooperation with the physical training department.

VACCINATION

In accordance with rules of the Board of Health, no child can be admitted to any school, public or private, without a Certificate of Vaccination, signed by a registered physician, setting forth that such child has been successfully vaccinated.

TUTORING

The policy of the Institute is to limit as far as practicable special tutoring of every kind. All arrangements for tutoring must be made through the school office.

SCHOLASTIC REPORTS

Class grades are posted each week, and unsatisfactory grades are sent to the home. The school year is divided into six equal report periods, and averages of class grades and examinations are sent to the parents at the end of each period. It is the policy of the school to keep a very close supervision of the progress of each student, and to inform the parents as constantly as possible regarding the student's progress and standing. Questions with reference to scholastic standing are always welcome.

SCHOOL PAPER

The students under the supervision of the faculty have a very flourishing school paper, the "Y. C. I.—Y. C. A. Chronicle." Through this medium the students, who show any literary ability, have an opportunity to exercise it in a practical useful way.

PARENT-TEACHERS ASSOCIATION

In order that a school is able to do the most effective work there must be a close contact between the home and the school. Realizing this condition the parent-teachers association was organized, and meets the first Monday of each month for the purpose of discussing school problems.

SPECIAL WORK

Each day one period is given to special work with students who are not progressing at a normal rate in their studies. During this same period students, who are having difficulty with advanced work, are urged to ask the teachers for assistance in the course. Students, who have not completed the studies of the day, are detained at the close of school for special help in the course.

PROMOTION

Students are promoted by subject rather than by the Forms, and any student may pursue subjects in that Form for which his pre-

vious work has prepared him. There are certain regulations, however, regarding membership in the various forms: to be rated as a member of any one Form a student must have completed at least three courses in the previous Form; students will be rated as members of the Sixth Form who are taking work sufficient to permit them to be graduated at the end of the year in which the work is being taken. Passing grade in all subjects is yearly average of 70 per cent (C-).

GRADUATION

Those students, who have shown themselves worthy of the distinction, and have obtained the sixteen credits stipulated in the course of study, will be given the school diploma. The diploma fee is ten dollars.

PREPARATION FOR COLLEGE

The Schools have been for many years a member of the Association of Colleges and Secondary Schools of the Middle States and Maryland, have always maintained a close relationship to the colleges and universities, and have rated as preparatory schools of the first rank by all accrediting boards. The certificates of the schools are accepted in place of entrance examinations by all colleges that admit by this method.

The College Entrance Examination Board has established a center for taking the examinations at the school. Last year the schools had a 90 per cent rating in students passing the Board Examinations.

At present the school has graduates in all of the better colleges and universities. In several instances these students are leading their respective classes.

Organization

For the purpose of close supervision the school is organized into the three divisions: The Primary Department, The Intermediate Department, and the Upper School. The divisions are made only for efficiency in the work. The entire school is a single educational unit.

For the normal child thirteen years are required to complete the entire curriculum, from the Kindergarten to College, however some students are able to save a year or more through the flexibility of our system and the efficiency in the work. In general it is the policy of the school to enrich rather than shorten the course for gifted students. A very few students, because of mental or physical conditions, may find it necessary to take an additional year to complete the work in a satisfactory manner.

THE KINDERGARTEN

The Kindergarten is a place especially prepared and equipped for the child when he takes his first steps from the home as a separate individual. It is planned to bridge the gap between the home and the traditional first grade; and it is designed to give him pleasure and satisfaction by supplying him with the proper play materials, and with the opportunities for activities which meet the instincts and tendencies so strong at this period of the child's life, and so essential to his development and growth.

Since play is one of the child's greatest instruments of acquiring knowledge, the method of constructive play, not amusement, is employed. The subject matter upon which the constructive play is based is taken from the home, the life of the community, sources of food and clothing, stories, songs, plays and games. Great care is always exercised that the activities shall be closely related to the child's own interests, and not arbitrarily imposed. The child's needs and desires for activity are recognized and met.

ACTIVITY

Into this environment come many types of children, the aggressive, the shy, the precocious, and the backward child, but in each

case the whole child comes and brings with him his particular behavior and problems. We know that some tendencies are to be cultivated and encouraged, some are to be modified and changed, while others are to be checked and entirely inhibited. We seek to find what point of development each child has reached socially, mentally, and physically, then to supply the proper stimuli, and having done this to permit him to grow happily and peacefully. Nowhere else does the child find such opportunities to help toward harmonious social development. His growing interests and occupations force him to ask the assistance of his friends, while in turn he is asked to give it. These are his first lessons in leadership and coöperation. In his effort to move freely and happily about, day after day, among many children, and to enjoy their approval, he learns much self-control. He learns that at all times he must be considerate and play fair.

MENTAL GROWTH

During this period in the Kindergarten his intellectual development is being nurtured, and he steadily grows in ability to use language. During his daily experience he must exchange ideas with his friends, must often persuade them to do as he wishes. Opportunities are given to describe a favorite game, tell a story, or explain his work. In this way he increases his learning by adopting ideas of his playmates through stories, songs, and personal contacts. The more and more he imitates and plans, executes those plans, and judges the finished product the more he develops. "In toto" it involves a growth in accurate observation, concentration, and attention.

The physical needs of the child are not neglected. He is given a physical examination and constantly supervised by an expert to protect him from undue handicaps. He is given space, fresh air, outdoor play and sunshine. Ample opportunity not only for great activity but also for rest and relaxation is given in the daily rest period. His attention is called to good health habits. He acquires physical coördination and skill through games, exercises, and the use of materials and tools. The physical defects are noted, and an effort is made to coöperate with the home in their correction.

The rhythmic work is designed to develop muscular control and grace; and to help the child to learn to use the whole body to express ideas and feelings. The process is gradual—walking, marching, ing, running, skipping, jumping, dancing, bowing, and clapping

hands. The "make believe" element which manifests itself at this time in children being toys, animals, birds, and different characters is utilized very profitably.

Some of the activities of the year have been making of animals, planning the zoo, parties for holidays, presentation of original stories, composing of letters, making a post office, or a store, making pictures, and a visit to the market.

FIRST GRADE

Although, in the beginning of the first grade a child's interests are almost the same as those of the kindergarten, and may change almost with the passing wind, yet, for an hour or more his "center of interest" is focused on a series of activities from which he gains the foundations for later class work.

READING

Elson, Chart and Leaflets; Winston, Primer; Coe and Christie, Primer, Winston, First Reader. Our first reading lessons are based entirely upon activities, and gradually the transition is made to the story and book. As the foundation is laid, attention is given to individual difficulties and to the development of good reading habits. Children are not bound by group restrictions, but they may advance at their own rate. The child is encouraged at this early stage to browse among stories and books.

ARITHMETIC

No abstract number facts are taught during the first year, but wherever the opportunity arises concrete number exercises are capitalized. By measuring, counting, writing dates of birthdays and holidays or special occasions, street numbers, the child gradually develops a number sense. The counting of money, the value of money (penny, nickel, dime, and quarter), the telling of time are taught. The minimum essentials for this grade are: the counting of pupils in the class, groups of objects, and the addition and subtraction of numbers to ten.

SPELLING

Pearson and Suzzallo, Essentials of Spelling, portion assigned to First Grade. Spelling of words from reading or arithmetic.

WRITING

Children learn to form the letters of the alphabet, write simple words, their names, letters and invitations to friends.

ART

Work with materials similar to those used in Second Grade.

MUSIC

Singing of simple rote songs.

GAMES

Dramatic and physical from the daily work units.

SECOND GRADE**READING**

Winston, Second Reader; many supplementary books. The child is encouraged to choose his own stories. The aim is to promote greater interest, and to encourage reading for content. He is given every opportunity to become acquainted with many poems and stories about nature, birds, animals and seasons. Difficulties are diagnosed and remedial measures are taken.

ARITHMETIC

The early part of the year is given to the development of a number sense. After he recognizes the need for numbers, he is given a work book to complete. This material is supplemented by many common problems. The minimum work for the year is—Counting by 1's, 2's, 3's, 4's, 5's, etc.; addition and subtraction of numbers; multiplication tables through the six table; the beginnings of division; simple fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, etc.

SPELLING

Pearson and Suzzallo, Essentials of Spelling, portion assigned for Second Grade. Many words required for daily work are added.

COMPOSITION

Short sentences, capital letters, days of week, months, etc.; children taught to begin a new sentence with a capital and end it with a period or question mark.

ART

Employing a variety of materials—clay, sand, paper, crayon, water colour to the units of work throughout the year.

MUSIC

Songs of greeting, nature, health, historical, jingles, seasons of year, patriotic songs, simple hymns, special days: Thanksgiving, Christmas, New Year, Easter.

The Intermediate School

The Intermediate School consists of grades three, four, five and six. In this department emphasis is placed upon a mastery of the fundamentals of reading, writing, spelling, arithmetic and geography. History and French, which are completed in the Upper School, are introduced. The classes are small in order that individual attention is possible. A distinctive aim is to develop the best qualities of each boy or girl. Although the school is divided for administrative purposes, the ideals and general interest are one.

THIRD GRADE

ARITHMETIC

Stevens and Van Sickle, Pilot Arithmetic, Book I; Knight, Ruch and Studebaker, Work Book, Grade III. Review of previous work, finish multiplication tables, drill on the four fundamental processes.

READING

Bolenius, Reader, Book III; Lewis and Rowland, Silent Reader, III; Robinson Crusoe, Baldwin edition; Child Library Reader, Book III; Elson, Reader, Book III. Emphasis on correct expression and enunciation.

SPELLING AND WRITING

Pearson and Suzzallo, Essentials of Spelling, portion for Grade III. Dictation, sentence structure and correct use of words are stressed. Use of the dictionary is begun.

COMPOSITION

Beveridge, Ryan and Lewis, English for Use, Book I. Formation of sentences; punctuation; capital letters; oral composition; stories dramatized; short written compositions.

ENGLISH

Poems taught: Helen Hunt Jackson, September; Stevenson, Leerie and Autumn Fires; Field, The Duel and Wynken, Blynken and Nod; Mulock, God Rest ye Merry Gentlemen; Lear, The Owl and the Pussy Cat; Thaxter, March; Reese, A Little Song of Life.

FRENCH

Vizetelly, A Child's First French; the conversational method is used and everyday expressions and courtesies are taught. Each child makes an illustrated Note Book.

GEOGRAPHY

Shepherd, Geography for Beginners. Study of the peoples of other lands. Note books kept and pictures collected. Names of continents, oceans and zones are memorized. Class discussion.

NATURE STUDY

Material gathered by teacher. Study of leaves, seeds, nuts, methods of seed distribution, wild flowers, evergreens, ice, snow and other seasonable topics. Some animal study and occasional nature hikes.

MUSIC

Hollis Dann, Book III. Study of tempo and rote songs with simple exercises and scales in the Key of C.

ART

Free illustration; study of colour as developed with crayons; water colour; coloured paper cutting; poster work.

Object drawing: nature work, crayon and water colour.

WRITING

The Palmer Method is practiced. Legibility and neatness, coupled with proper sitting posture, are stressed.

FOURTH GRADE

ARITHMETIC

Marsh and Van Sickle, Pilot Arithmetic, Book I; Knight, Ruch and Studebaker, Arithmetic Work Book. Review of the four processes, multiplication by more than two figures, long division, denominate numbers, beginning of fractions.

READING

Elson Reader, Book IV; Child Library Reader, Book IV. Supplementary: Pinocchio, Kipling Reader, Firelight Fairy Tale Book, Silent Reader, Book IV. Many books read with the idea of acquiring speed and pleasure in the story. Dictionary drill. Care in enunciation is developed. Assigned outside reading.

SPELLING

Pearson and Suzzallo, Essentials of Spelling, portion assigned for Grade IV. Dictation, punctuation, sentence structure.

COMPOSITION

Beveridge, Ryan and Lewis, English for Use, Book I. Distinguishing sentences, three kinds; punctuation; uses of apostrophe; rules for capital letters; direct quotation; proverbs; paragraph study; arrangement of composition; oral and written composition; word study; picture study; synonyms; use of dictionary; dictation exercises; letter writing.

ENGLISH

Poems taught: Longfellow, Children's Hour and The Village Blacksmith; Helen Hunt Jackson, October's Bright Blue Weather; Susan Coolidge, How the Leaves Came Down; Hemans, The Landing of the Pilgrims; Tennyson, New Year's Eve; Wordsworth, To A Butterfly and March; George MacDonald, The Wind and the Moon; Celia Thaxter, Wild Geese; Bliss Carman, Daisies.

FRENCH

Vizetelly, A Child's First French; conversational method.

GEOGRAPHY

J. Russell Smith, Human Geography, Book I; continent study of North America; the United States by groups; pictures and maps used.

HISTORY

Founders of Our Nation, Halleck and Frantz. The early history of our country, up to the Revolution, is studied. Reference books are used.

NATURE STUDY

Material gathered by pupils. Study of leaves, seeds, nuts. Various seeds and leaves collected. Methods of seed distribution; evergreens; wild flowers; study of certain animals; seasonal topics; nature hikes throughout the year.

MUSIC

Hollis Dann, Book IV. Rote songs; scales in the key of E flat and key of C; oral and written dictation.

ART

Special stress is laid upon colour work, in the handling of crayons and water colours; poster work; cutting of coloured papers. Art is correlated with other class work.

WRITING

The Palmer System; graded lessons. Children are encouraged to improve their penmanship.

FIFTH GRADE

ARITHMETIC

Marsh and Van Sickle, Pilot Arithmetic. Book I; Knight, Ruch and Studebaker's, Work Book; drill tests for accuracy and speed; study of fractions in all processes; special attention to development of thought in written problems.

READING

Elson Reader, Book V; Silent Reader, Book V; Child Library Reader, Book V. Equal time is spent on silent and oral reading. Expression and articulation emphasized in oral reading; accuracy, speed and concentration the chief aims stressed in silent reading. Book reports and discussion of books read outside of class.

SPELLING

Pearson and Suzzallo, Essentials of Spelling, part assigned for Grade V. Dictation, punctuation and sentence structure.

COMPOSITION

Beveridge, Ryan and Lewis, English for Use, Book II. Distinguishing sentences, four kinds; punctuation; contractions; capitalization; direct quotation; divided quotations; nouns; pronouns; adjectives; simple subject; simple predicate. Composition, including short word pictures; short compositions, oral topics, original poems, biographies, stories retold. Introduction—body—conclusion studied. Letter writing.

ENGLISH

Poems taught: Stedman, Flight of the Birds; Bennett, The Flag Goes By; Hemans, The Landing of the Pilgrims and The Song of Spring; Riley, The Raggedy Man; Moore, The Night Before Christmas; Tennyson, New Year's Eve; Wordsworth, The Daffodils and March.

FRENCH

Paul Bercy, Livre des Enfants. Conversational method; note books.

GEOGRAPHY

J. Russell Smith, Human Geography, Book I. References: Book of Knowledge, maps. Canada studied by comparison with United States, the rest of North America by contrasting. Clay modelling.

ART

Mediums used: water colour, crayon, and coloured paper. Special attention given to poster work, lettering, simple design, illustration. Aim, to create a love of art and to strengthen imagination and originality.

SOCIAL STUDIES

Pilot and Pathfinders—Nida.

NATURE STUDY

Forms of life studied depend upon the particular interest of the pupils. In the fall, leaves; in winter, our native animals; in the spring, flowers, insects and birds. Nature hikes are taken with a view to stimulate keenness of observation.

MUSIC

Hollis Dann, Book V. Emphasis on sight reading and part singing. Rote songs are used. Scales in the key of E flat and key of C.

SIXTH GRADE

ARITHMETIC

Marsh and Van Sickle, Pilot Arithmetic, Book II. Knight, Ruch and Studebaker's Work Book. Study of fractions, decimals and bills completed; percentage, compound numbers, areas and cubic measure.

READING

Silent Reader VI; Child Library, Book VI; Elson Reader, Book VI. Supplementary reading. Enunciation stressed. Dictionary drill.

SPELLING

Pearson and Suzzallo, Essentials of Spelling, part assigned for Grade VI. Dictation, punctuation, and sentence structure.

COMPOSITION

Beveridge, Ryan and Lewis, English for Use, Book II. Subject, predicate, phrases, parts of speech, subject complements, completing

the textbook. Composition, including short descriptions, introduction—body—conclusion, original stories, poems and biographies. Stress placed upon punctuation, capitals and phrasing.

ENGLISH

Poems taught: Tennyson, Bugle Song; Miller, Columbus; Bennett, The Flag Goes By; Van Dyke, America for Me; Field, Little Boy Blue; Reese, Song of Life; Longfellow, The Ship of State; Wordsworth, The Daffodils; Lowell, June; Christmas poems.

FRENCH

Paul Bercy, *Livre des Enfants*. Conversational method; note books.

GEOGRAPHY

J. Russell Smith, *Human Geography*, Book II. Reference: Book of Knowledge. Asia, Africa and Australia are studied, also the islands of the world. Iroquois Note Book. Map modelling.

NATURE STUDY

Special study of flowers, their structure and identification; birds, their habits and identification; insects, their relation to plants. Special study of a brook, its inhabitants, plants and trees. This project, started in winter, is continued through the spring. Nature hikes.

MUSIC

Hollis Dann, Book VI. Two-part singing and written dictation are stressed. Rote songs and scales are reviewed. Individual singing is given.

ART

Mediums used: water colour, crayons, and coloured paper. Poster work, lettering, simple design, free illustration. Aim, to create a love of art and to strengthen imagination and originality.

WRITING

The Palmer System; graded lessons. This work is a continuation of that begun in the Fifth Grade.

SOCIAL STUDIES

Our Old World Background, Beard & Bagley: We look into our histories, attempting to explain the origin of many customs. We become interested in the origin of many laws and institutions.

Upper School

The Upper School is divided into six grades known as Forms. The program of studies in the First and Second Forms are the same for all students. The courses offered in the Third, Fourth, Fifth, and Sixth Forms are not only to prepare for entrance to any college, university or technical school, but also to give a liberal education and a broad mental training for any phase of life work. The following are the courses of study offered: Classical, Scientific, and English. Students enter these courses in the third form, and the time required for completing them is four or five years, according to the ability and industry of the student. A diploma is awarded to these students of the graduating' class who complete sixteen credits in any course of study. Although we graduate students who have completed sixteen acceptable college credits, we earnestly encourage students to complete as many as seventeen to eighteen credits before entering college. Emphasis is placed not upon the number of courses completed, but upon the quality of work done in carrying the course.

OUTLINE OF PRESCRIBED SUBJECTS FOR GRADUATION

FORM THREE TO FORM SIX

Required in All Courses

English	4 units	Spelling
Algebra	2 units	Correct English
Pl. Geometry	1 unit	Pub. Speaking
History	1 unit	Bible
Science	1 unit	Gymnasium
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Total	9 units	

Additional Units Must Be Added as Follows

Classical Course

Latin	4 units
Modern Language	2 units
Elective	1 unit
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Total	16 units

Scientific Course

Language	3 units
Solid Geom. Trig.	1 unit
Science	1 unit
Elective	2 units
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Total	16 units

English Course

Language	2 units
Electives	5 units
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Total	16 units

PROGRAM OF STUDIES

Form One

REQUIRED		ELECTIVE	
English	4	Manual Training	2
History	4	Music, Chorus	1
Mathematics	5	Hygiene	3
Geography	3		
French	2		
Bible	1		
Art	2		
Phy. Training	3		
Penmanship	2		
How to Study	1		

Second Form

REQUIRED		ELECTIVE	
English	4	Manual Training	2
Mathematics	5	French	3
History	4	Music	
Geography	4	Hygiene	3
Latin	4		
Art	2		
Bible	1		
How to Study	1		
Penmanship	2		

Third Form

REQUIRED		ELECTIVE	
Mathematics	5	Ancient History	5
English	5	French	5
Spelling	5	Latin	5
How to Study	1	Science	2
Music	1	Art	2

Fourth Form

REQUIRED		ELECTIVE	
English IV	5	European History	5
Algebra IV	5	French IV	5
Spelling	5	Latin IV	5
How to Study	1	Biology	7
		Music	2
		Spanish I	5
		German I	5

Fifth Form

REQUIRED		ELECTIVE	
English V	5	Latin V	5
Plane Geometry	5	Greek I	5
Public Speaking	1	German II	5
Spelling	3	French V	5
		Spanish II	5
		Chemistry	7
		American History	5
		Civics	3

Sixth Form

REQUIRED		ELECTIVE	
English VI	5	Latin VI	5
Pub. Speaking	1	Greek II	5
Spelling	3	German III	5
		French VI	5
		Spanish III	5
		Sol-Trig	5
		Review Mathematics	3
		American History	5
		Physics	7

Work in Manual and Fine Art may be elected in any form.

* Number refers to the number of periods per week.

TABULAR VIEW OF THE SUBJECTS THROUGH THE FORMS OF UPPER SCHOOL

FORM	I	II	III	IV	V	VI
Latin.....		Latin A Grammar	Latin B Grammar	Caesar Composition	Cicero	Virgil Ovid
English.....	Grammar Reading	Grammar Reading Composition	Grammar Reading Composition	Grammar Reading Word Study	Grammar Reading Word Study	Study Reading Word Study
French.....	Conversation	Conversation	Conversation Reading Composition	Grammar Reading Composition	Grammar Reading	Grammar Conversation
Spanish.....				Grammar Reading	Grammar Reading	Grammar Reading
German.....				Grammar Reading	Grammar Reading	
Greek.....				Grammar	Xenophon Composition	Homer Homer
Mathematics.....	Arith.	Arithmetic Algebra	Algebra	Algebra complete	Pl. Geometry	Solid G. Trigonomet.
Science.....	Physical Geography	Hygiene		Biology	Chemistry	Physics
History.....	Europe	United States	Ancient	Modern	United States	Civics

Art, spelling and Bible in all forms—Public Speaking in Form Six, Five, and Four.

SCHOOL COURSES AND COLLEGE ENTRANCE EXAMINATION EQUIVALENTS

Fourth Form

*College Board
Credits*

Latin (Cæsar)	Latin Cp2	2
Algebra IV	Algebra (1 and 2)	2
French IV	French Cp2	2
Biology	Biology	1
Ancient History	History A	1
M-M History	History B	1

Fifth Form

English V	English 1	2
Latin V (Cicero)	Latin 1, 2, 4 or Cp3	1
Plane Geometry	Plane Geometry	1
Chemistry	Chemistry	1
French V	French Cp3	3
Spanish V	Spanish Cp2	2
German V	German Cp2	2

Sixth Form

English VI	English 2	1
Latin VI	Latin 5	1
Solid Geometry	Solid Geometry	$\frac{1}{2}$
Trigonometry	Trigonometry	$\frac{1}{2}$
Advanced Algebra	Advanced Algebra	$\frac{1}{2}$
American History	History D	1
Physics	Physics	1

COURSES AND THEIR EQUIVALENTS

FIRST FORM

MATHEMATICS (5)

Arithmetic—Text, Book V, Strayer and Upton Arithmetic—Skill in computation; solution of everyday problems; percentage and its application in commission, discount, profit and loss; bar graph, line graphs, and circle graphs; thrift; saving accounts and many practical problems are considered.

INTUITIVE GEOMETRY

Freehand drawing of plane and solid figures, and the recognition of such figures in works of art, architecture, and nature.

ENGLISH (5)

Essentials of English, Pearson and Kirshway; Literature in the Junior High School, Bolenius.

- (a) A thorough review of the parts of speech, a study of the sentence as to form and meaning.
- (b) Oral and written compositions with special attention to originality and structure.
- (c) Reading of many of the easy classics.

SOCIAL SCIENCE (3)

First Semester: Text—Stories from English History, Blaisdell. A study of the early English people, their struggle for representative government. Customs our forefathers inherited.

Second Semester: Text—History of the American People, Tryon and Langley. The work of the previous semester is carried into the beginning of our history.

FRENCH (3)

Text—Que Fait Gaston, Perley.

- (a) The definite and indefinite articles; the plural and the feminine of nouns and pronouns; personal and possessive pronouns; auxiliary verbs, regular and a few irregular verbs.
Dictation and conversation Books.

GEOGRAPHY

- (a) Human Geography, Smith. Practical exercises in map work. Study of the United States. Review of World Geography.

ART

- (a) From life, still life, and flowers, memory work and designing. Emphasis to creative work.

PENMANSHIP

Students are encouraged to develop a very legible hand.

SPELLING

Several hundred words from the different texts studied during the year, are studied.

PHYSICAL TRAINING

Emphasis is placed upon corrective work. Each student must attend at least three classes per week.

SECOND FORM

MATHEMATICS

- (a) Arithmetic: A general review of Mathematics, including common and decimal fractions, denominate numbers, mensuration, the metric system, oral and written analysis of problems, use of algebraic symbols, percentage and its application, simple and compound interest, stocks and bonds, practice tests in the fundamentals. Book VI S. and U.
- (b) Algebra: The formula; the negative number; statistical graphs; the four fundamental operations; the use of brackets; the solution of simple equations and problems; factoring, fractions, and fractional equations. First year Algebra—Milne & Downe.

ENGLISH

Essentials of English, Pearson and Kirchway; written and oral themes in all forms of discourse. Work in narration, includes short stories, fables, brief incidents, reproduction of stories. The work in description aims especially toward recording of significant details.

Grammar—Literature in the Junior High School, Bolenius. Parsing of nouns; pronouns, all kinds, exercises in use of correct cases, clause work in connection with relative and interrogative pronouns; verbs, finite forms, mood, tense, voice, participles, gerund, infinitives, and exercises in participles. Analysis by diagram the different kind of sentences.

LATIN

Latin for To-day, Gray and Jenkins. Read—Julia and Camilla by Reed. Seven Kings of Rome, Livy. Legends of Gods and Heroes, Morton.

FRENCH

Phonetics dictation, and conversation. Arranged to follow Form One French.

SCIENCE

Physical Geography, Hopkins. The text book is supplemented by drawings and examinations of natural specimens. The school has large collections of typical rocks, minerals, fossils, and marine specimens. Excursions are made to collect specimens.

HISTORY

Old World Background to American History, Harding; Davis, Readings in Ancient History.

DRAWING

Same as form two, but developed. Composition, colors, light, shade and shadows, perspective, preliminary mechanical drawing.

BIBLE

Life of Christ.

THIRD FORM

MATHEMATICS

First Year Algebra, Milne and Downe; Algebra to Quadratics with one unknown, formation and evaluation of formulas; simple linear equations and problems; review of fractions, factoring and graphs; simultaneous equations and problems leading to them.

LATIN

Latin for To-day, Book I, II, Gray and Jenkins. Review of grammar, declensions and conjugations; Study of the dependent clause and the subjunctive mode. Translation of simple narrative from the text. Composition from the sentences of the text. Drill on syntax, vocabulary, and inflections.

ENGLISH

Ward, Sentence and Theme; Dickens, Tale of the Two Cities; Shakespeare, Merchant of Venice; Homer, Odyssey; Irving, The Sketch Book from Literature and Life, Book I; Frequent Oral and Written Themes.

In theme work narration is emphasized, and description, exposition, and argument are treated as they contribute toward narration. Suggested plots are developed; stories are written to work up to a given conclusion, or to fit types of settings. The paragraph is studied as a unit in the theme. Sentence work includes the combining of related statements into clear, unified sentences. Letters and letter forms are studied. A rapid review is given to all the parts of speech and kinds of sentences.

FRENCH

Grammar, Fraser and Squair. A study of grammar, conjugation and inflection. Short dictation of easy stories are taken.

HISTORY

Text—Ancient Times, Breasted; References, Story of Ancient Nations, Westerman; Readings in Ancient History, Davis; A Day in Old Athens, Robinson.

Emphasis is laid, not on details of military or political history but upon the civilization developed by the Orient and its contribution to later ages.

DRAWING is optional.

BIBLE

History and religion of Israel. Daily lessons are taken from the chapters studied.

FOURTH FORM

MATHEMATICS

Through Quadratics with a review of the work covered previously. Study of ratio, proportion, variation, arithmetic, geometric progressions and logarithms.

(b) Geometry, Book One, original exercises. Avery, Plane Geometry, College Board Requirements.

LATIN

Rolfe and Dennison, Latin Reader, translation of selections, Nepos' Lives, Cæsar Complete, Composition, about sixty lessons from Latin Composition, Part I, Baker and Ingl.

ENGLISH

Ward, Sentence and Theme; Franklin's Autobiography; Scott, Ivanhoe; Eliot, Silas Marner; Shakespeare; Arnold, Sohrab and Rustum from Literature and Life, Book II.

Intensive Study of Rhetoric; composition, oral and written; vocabulary building. Requirements for College Board.

FRENCH

Reading Book for Beginners, Pumpelly. Grammar, Fraser and Squair. A thorough study through the subjunctive. Many easy passages are read to familiarize the student with a large vocabulary.

BIOLOGY

Essentials of Biology, Hunter. The course covers the requirements for the College Entrance Board as outlined. Emphasis is placed upon the application of biology to human welfare. Laboratory work in addition to class work. Text.

M. M. HISTORY

Text, Our World Today and Yesterday, Robinson, Breasted and Smith. The course embraces a comprehensive survey of the civilization of Europe. Notebook and outlines are kept of the work. Several of the supplementary books are: Webster, Early European History; Tappan, When Knights Were Bold.

FIFTH FORM

ENGLISH

Text—Literature and Life, Book III, G and Miles; Experiments in Writing, Cook.

Intensive study of Idylls of the King, Tennyson; Sir Roger de Coverley Papers; King Henry V; Travels with a Donkey. A general survey of the literature of this period with reports of numerous selections. Frequent written themes based upon the development of the paragraph as a unit. Creative work encouraged.

LATIN V

Text—Bennett's New Cicero, the Catilinarian Orations, Pro Archia, Prosecution of Verres, Manilian Law, and selections from Cicero's letters.

Composition Part II, B and Inglis.

PLANE GEOMETRY

Text—Plane Geometry, Avery.

The course is completed and emphasis is placed on the proof of the theorems which are recommended in the 1923 report of the National Committee on Mathematics Requirements. Emphasis is given to the solution of many original exercises.

CHEMISTRY

Text—Elementary Chemistry, Brownlee. Loose Leaf Laboratory Exercises.

The course is required in the Scientific Course, and includes a study of all preparations and properties of inorganic elements and their compounds. The class visits local manufacturing plants where chemical processes are in operation. The laboratory is fully equipped for advanced courses in Chemistry.

SPANISH

Text—New Grammar, Hill and Ford. El Pajara Verde, Juan Valera.

The aim is to create an interest in modern literature and to master a large vocabulary and the simple rules of grammar.

HISTORY

Text—History of American People, Muzzey.

The history of our country in the lower grades has been approached from first, the biographical standpoint, then from the geographical. Now it is treated in a topic fashion with emphasis to "Why did it occur?" The course is the goal of the three years work tracing our institutions from earliest prehistoric to the present.

FRENCH V

Texts—Le Petit Journal, Introduction to French Prose Composition, Francois, Le Voyage de Monsieur Perrichon, Contes Gais, de Gauze, and Les Trois Mousquetaires, Dumas.

A thorough review of the work covered in the Third and Fourth Forms.

SIXTH FORM

ENGLISH

Text—Literature and Life, Book IV, Greenlaw and Miles; Century Handbook of Writing, G and Jones; Argumentation and Debate, Reeves; An Intensive study of Macbeth, Shakespeare; Minor Poems, Milton; Life of Johnson, Macaulay; Essays, Emerson.

A general survey of the history of English Literature with reports on numerous selections. Students are encouraged to read widely on different authors. Creative work is always encouraged.

HISTORY

Refer to History in Form Five.

LATIN

Greenough, Kittredge and Jenkins, Virgil's *Æneid*, Books I-IV, selections from Book V, and all of Book VI. Roberts and Rolfe, Ovid's *Metamorphoses*, selections covering the college entrance requirements, 1929, from Deucalion and Pyrrha, Phaethon, The Golden Fleece, Philemon and Baucis, and Atalanta's Race.

Composition, Allen and Phillips, Parts I and II.

FRENCH

Essentials of French, Francois (for reference); *Le Bourgeois Gentilhomme*, Moliere; *L'Attaque du Moulin*, Zola (extensive); *Pecheur d'Islande*, Loti; *Les Miserables*, Hugo.

SOLID GEOMETRY

Books VI, VII, and VII are completed in the second semester. Theorems and proofs are compared to similar ones in Plane Geometry with the purpose of securing a concept of the relation between surfaces, planes, lines and points.

Sykes and Comstock, Solid Geometry.

SPANISH

Short Spanish Review Grammar, Seymour and Carnahan; *El Ama de la Casa*, Martinez Sierra; *La Cancion de Cuna*, Martinez Sierra; *El Final de Norma*, Alarcon.

MATHEMATICS

Plane Trigonometry—Emphasis is placed upon the function concept, solution of the right triangle, oblique triangle, proving of

identities, and computation with the use of logarithms. Some attention is given to problems in plane sailing.

Wentworth and Smith, Plane Trigonometry.

REVIEW OF ALGEBRA

A complete review of algebra through quadratics, binomial theorem, progressions, and logarithms. Rivenburg, Review Algebra.

REVIEW OF PLANE GEOMETRY

Plane Geometry is restudied by the application of theorems in the solution of original problems. The entire review is given as an aid in problem solving. Problems from the College Entrance Board Examinations and from various college entrance examination papers are solved.

PHYSICS

This course is deferred to the last year in order that the students may become familiar with the algebra and geometry necessary for the course. The course prepares for the College Entrance Examination in this subject.

GERMAN

German is offered as an elective for students who are entering a college which requires a second modern language. The course prepares for the college entrance examination in second year German.

GREEK

The Greek language is offered as an elective in the Classical Course, and is carried through the three upper classes.

The course covers all the requirements for college entrance. Careful attention is given to drill in declensions and conjugations, oral and written exercises in translation, study of the grammar and to prose composition. The latter is continued throughout the course.

Physical Training

THE work in this department is in accord with the recommendations of the Health Department. Regular physical training is required of all students above the second grade. Students whose physicians advise them not to take regular gymnastics or enter strenuous games are asked to follow the special exercises prescribed by their physician. Being a co-educational school the physical training is placed under the two headings: Physical Training for Girls; Physical Training for Boys.

FOR GIRLS

At the beginning of the year the girls are divided into the two groups: the white, the orange. Each group has its teams which compete with the teams of the other group in hockey, tennis, basketball, and field day events. Each Autumn the school holds a Tennis Tournament for the Girls, and the girl who wins the Singles is given a silver cup. During the Winter Term the girls play a series of games in addition to the regular exercise in gymnastics. The girls have had a very successful varsity team which competes with teams from similar schools.

Each Spring Term the girls hold a field meet and the student making the largest score is awarded a silver cup. In May the girls of the entire school participate in May Day Exercises.

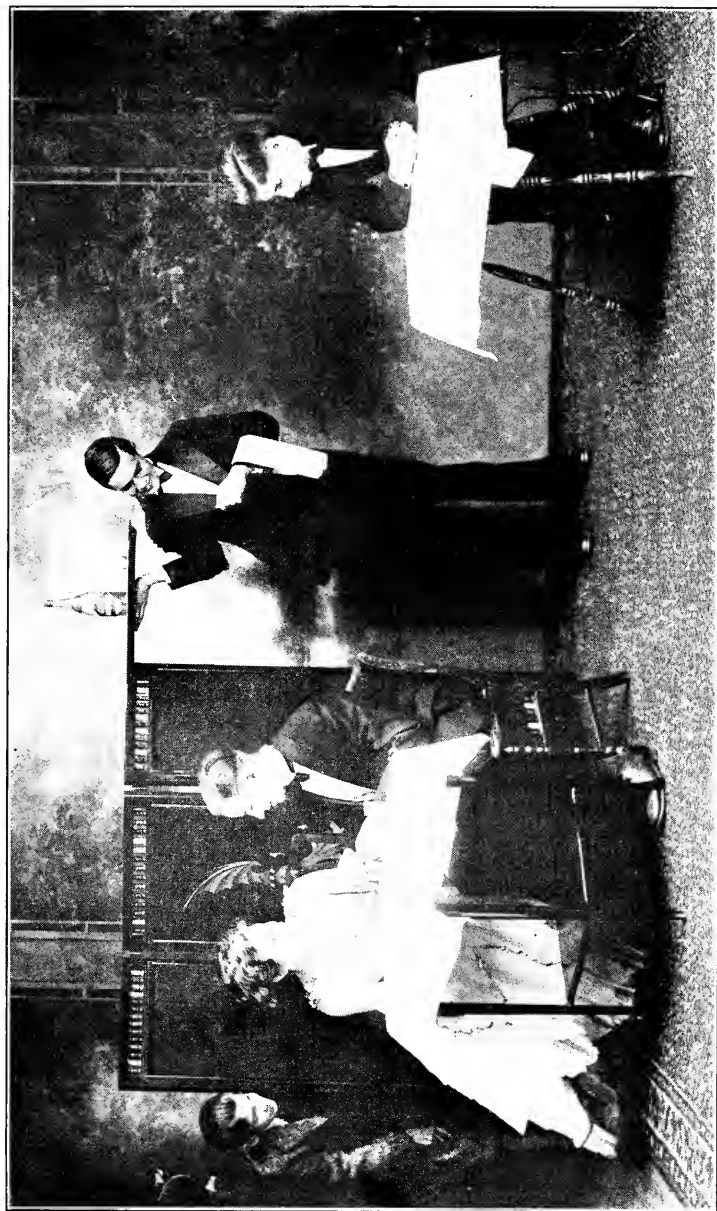
FOR BOYS

The physical training of the boys includes participation in the regular gymnastics work, organized games, and special prescribed exercises. During the Autumn all boys who are able to participate, are organized under teachers and taught football. The varsity and second team have schedules with teams of similar schools. The smaller teams have a series of games between the different groups, and usually play one or two games near the end of the season with a small team in another school.

During the Winter term the boys who do not make the varsity team, are divided into groups, and each group has its team. The



THE SCHOOL ORCHESTRA



A SCENE IN THE SCHOOL COMEDY "ANNA MARIA"

different groups are organized into a league, and each member of the league plays a series of games with the other members of the league.

During the Spring Term the boys devote their time to track, baseball and tennis. Here, again, the boys are divided into groups for competition.

STUDENT ORGANIZATIONS

THE PHI SIGMA SOCIETY, which dates from the beginning of the school, is maintained by the young men with the co-operation of the men of the Faculty. The society meets first and third Friday afternoon in the Cassat Library. The exercises consist of essays, orations, debates and practice in extempore speaking and parliamentary drill.

THE SIGMA DELTA LITERARY SOCIETY is maintained by the young women of the school under the direction and co-operation of the women of the Faculty. It aims to deepen the interest of the students in literature, science, art and music; to give thorough drill in conducting meetings according to parliamentary rules, and to promote the social welfare of the school. The standard of membership demands sound scholarship and years sufficient to warrant dignity of conduct and appreciation of the aims in view.

THE GRATIS CLUB is a group of the younger girls organized for the purpose of carrying on systematically certain forms of charitable work in the community. Their gifts thus far have been tendered for the most part to poor children. There is also a Gratis Junior Club in the Preparatory Department that co-operates with the other club in the general philanthropic work.

THE SOCIETAS LATINA was organized in 1925 and has a membership of about forty students. Last year there was a competitive exhibition of modern articles having their analogues in ancient Roman life. Also a Latin play was presented. During the current year a Latin magazine, *Veritas et Fabula*, was published, and an exhibition given of models of Roman things.

ALUMNI ASSOCIATION

THE ALUMNI ASSOCIATION holds its annual meeting on Monday evening of Commencement week. To this meeting all former students, whether graduates or not, are invited, including husbands and wives.

Scholarships and Prizes

THE following annual prizes are offered each year under the conditions indicated, and are awarded at the Commencement exercises. Only students who are in full class standing may compete for them.

THE HEADMASTER'S MEDALS—Two medals are awarded to that boy and the girl in the Upper School who in the opinion of the members of the Faculty have made the greatest improvement in school work and school spirit during the year.

Two medals are awarded to the girl and that boy of the Lower School who in the opinion of the members of the Faculty have made the greatest improvement in school work and school spirit during the school year.

Awarded in 1929 to DOROTHY DOLL AND ROBERT REIDER

THE FACULTY PRIZE—Two prizes, each in books, are awarded to that girl and boy of the Upper School chosen by the Faculty as the most conspicuous for their sterling character, high scholarship, and excellent leadership of their respective sexes. The names of these students will be inscribed on a tablet, and indicated as Honor Girl and Honor Boy.

Two prizes, each in books, are awarded to that girl and the boy of the Intermediate School chosen by the Faculty as the most conspicuous for their sterling character, high scholarship, and excellent leadership of their respective sexes.

Awarded in 1929 to AGNES MINNICK AND WILLIAM KESMODEL

THE SARA E. SPAHR PRIZE in general scholarship; ten dollars in gold to the student who has attained the highest general average for the year in all studies. The winner is not eligible for money prizes in single subjects.

Awarded in 1929 to HELEN NORTH

THE WOMAN'S CLUB PRIZE—The Woman's Club of York awards a year's membership in the club to the young woman

member of the graduating class who has attained the highest general average, and who is a resident of York or York County.

Awarded in 1929 to FRANCES PAXTON

YORK MANUFACTURERS' ASSOCIATION PRIZE in Mathematics. Five dollars in gold is awarded to the student in the Upper School who has received the highest average in mathematics for the year.

Awarded in 1929 to WILLIAM KAIN

YORK ENGINEERING SOCIETY PRIZE—A prize of five dollars in gold is awarded to that student of the physics class and that student of the chemistry class who has received the highest average for the year.

Awarded in 1929 to WILLIAM KAIN AND WILLIAM KESMODEL

YORK CHAMBER OF COMMERCE PRIZE—Five dollars in gold is awarded to the member of the United States History class who has received the highest average for the year.

Awarded in 1929 to FRANCES PAXTON

ENGLISH PRIZE BY THE CLASS OF 1926—The award is made to the student in the Upper School who has attained the greatest proficiency in English during the year.

Awarded in 1929 to ARNOLD WESTERDAHL

RENSSELAER POLYTECHNIC INSTITUTE GOLD MEDAL—Awarded by the Pittsburgh Alumni Association to a male member of the graduating class who has made the best record in mathematics and science.

Awarded in 1929 to WILLIAM KAIN

LATIN PRIZE—Five dollars in gold is awarded to the girl or boy of the Upper School who received the highest average in Latin for the year.

Awarded in 1929 to JANICE SHERWOOD

FRENCH PRIZE—A gold medal is awarded to the girl or boy of the Upper School who has received the highest average in French for the year.

Awarded in 1929 to JANICE SHERWOOD

SENIOR TENNIS PRIZE—Two silver cups are awarded to that boy and the girl of the fourth, fifth and sixth forms of the Upper School who win the Tennis Singles Tournament.

Awarded in 1929 to PIERSON METOXEN—GEORGIA HEATHCOTE

JUNIOR TENNIS PRIZE—Two silver cups are awarded to the boy and to the girl of the Lower School and Forms One and Two of the Upper School who win the Tennis Singles Tournament.

Awarded in 1929 to HELEN NORTH AND VINCENT KEESEY

DECLAMATION MEDAL—An award is made to the girl or boy who has proven conspicuously effective during the year in public speaking or dramatic presentation.

(Not awarded in 1929)

GIRLS' FIELD DAY MEDAL—A medal is awarded to the girl in the Upper Four Forms who receives the greatest number of points at the annual Girls' Field Day.

A medal is awarded to the girl of the Lower School or Forms One and Two who receives the greatest number of points at the annual Junior Girls' Field Day.

(Not awarded in 1929)

DEKATHLON MEDALS—A medal is awarded the boy of Forms Three, Four, Five or Six who receives the greatest number of points at the Annual Boys' Field Day.

DEKATHLON JUNIOR MEDAL—A medal is awarded the boy below the Third Form who received the highest number of points at the Annual Junior Boys' Field Day.

MARBLE TOURNAMENT—The boy below the fourth form who wins the marble tournament is awarded a medal with his name inscribed.

ART PRIZES—Two prizes, each in books, are awarded to the boy and the girl of the Upper School who make the greatest progress in Art during the year.

Two prizes, each in books, are awarded to the boy and the girl of the Lower School who make the greatest progress during the year.

SCHOLARSHIPS

THE COLEMAN SCHOLARSHIP FUND—This trust fund, established by Mr. Samuel Small, the founder, provides scholarships for young men desiring to prepare themselves for the Gospel ministry, in accordance with the following provisions of the Trust Agreement:

“The annual interest and increase thereof shall be appropriated by the Board of Trustees to the education and support of young men, while students in said Institute, who may desire to prepare themselves for the Gospel ministry. Provided, That no part of the interest or income of said Fund shall be paid or expended for the education or support of any student unless he shall have been recommended by the Presbytery of Westminster, (or that Presbytery to which the First Presbyterian Church of the Borough of York, commonly called ‘The English Presbyterian Congregation of York, Pa.,’ shall belong) which Presbytery shall be in regular connection with the ‘General Assembly of the Presbyterian Church in the United States of America,’ and also recommended by the President of the Faculty of said Institute, and approved by the Board of Trustees. Provided also, That no more than one hundred and fifty dollars shall be paid from the Fund, for a single student in any one year. And, provided further, that, in admitting students to the benefits of said Scholarship Fund, under the foregoing provisions, the Board of Trustees shall always give preference to those who shall have been permanent residents of said County of York previously to becoming students in the Institute; but any student who shall have begun to receive the benefit of said Fund may continue to enjoy the same until his connection with the Institute, as a student, shall cease, unless he forfeit his claim by unworthy conduct.”

Scholarship Boy in 1930 is: WILLIAM KESMODEL

ACADEMY SCHOLARSHIPS—The charter of the York County Academy provides that “there shall be admitted into the said Academy any number of poor students, who may at any time be offered, in order to be taught gratis, Provided the number so admitted shall at no time be greater than seven, and that none of said students shall continue longer than two years, if others should offer.”

Enrollment for 1929-1930

Upper School

FORM SIX

BROOMELL, Anna LaRue	YORK
CALVERLEY, Grace Taylor	YORK
DOLL, John Henry	MT. WOLF
JORDAN, Joseph Mitchell	HIGH ROCK
KESMODEL, William Paul	BALTIMORE
MAISTER, Elmer Michael	TRENTON, N. J.
MANIFOLD, Samuel Motter	YORK
MINNICH, Frances Elizabeth	DALLASTOWN
POLACK, Charles Francis, Jr.	YORK
POLACK, Ernest Henry, II	YORK
RUPP, Alvin Frederick	DALLASTOWN
STRACK, Gladys Caroline	YORK
WAUGHTEL, Preston Titus	RED LION

FORM FIVE

BARE, Robert Brinton	CLY
BICKEL, Robert	YORK
DANNER, Nevin	SPRING GROVE
GRUMBACHER, Catherine Louise	YORK
HEATHCOTE, Georgia Bernice	YORK
KALTREIDER, James	
KLINE, Mahlon Grier	YORKANA
MINNICH, Nevin	RED LION
NEWBOULD, Joseph	DOVER
PENTZ, Gerald	YORK
ZECH, Harry Frederick	YORK

FORM FOUR

BUCKINGHAM, Mary Elizabeth	YORK
CALVERLEY, Eleanor	YORK
CALVERLEY, Elizabeth	YORK
DITZLER, Paul Henry	YORK

EYSTER, Ellen Susan	YORK
FAUST, Milton	SPRING GROVE
HEIGES, Lucille Weiser	YORK
HOGUE, Walter Dickerson	YORK
HOKE, Milton Simon	YORK
KEESEY, Vincent King, Jr.	YORK
KLINE, Harold Elmer	YORKANA
LEVER, Theodore	YORK
McFALL, Henry Scott	YORK
MANIFOLD, Edward	STEWARTSTOWN
NORTH, Helen	YORK
REIDER, Horace Crane	YORK
SHERWOOD, Janice Wintrose	YORK
SPOTZ, Jack Wilson	YORK
STAIR, William Mylin	YORK

THIRD FORM

BAY, Sarah Cassandra	YORK
DE BARBADILLO, John Joseph	YORK
DOLL, Earl	MT. WOLF
ENSMINGER, Earl	MANCHESTER
FREY, Robert Samuel, Jr.	YORK
GERBER, Helene Danner	YORK
HEIGES, Marie Irene	YORK
KEGLER, John Scott	YORK
McGLASHAN, Sheila Mary	YORK
REIDER, Robert Omar	YORK
THOMPSON, Dorothy Cristine	YORK
WERTZ, Haldeman Strickler	YORK

SECOND FORM

CARPENTER, Helen June	YORK
DEMPSEY, Doris	YORK
DODSON, Henry	YORK
DODSON, Mary	YORK
EISENHART, Silas Forry	YORK
GANTHER, Richard	DOVER
HIRSHON, Mary	YORK
KEESEY, Horace	YORK
KLEINSCHMIDT, Marion	YORK
McDONALD, Charles	YORK

MANIFOLD, Anne Catherine	YORK
MOORE, Marguerite Mary	YORK
NES, David	YORK
SMALL, Margaret McKinnon	YORK
STEWART, Mary Louise	YORK
ZIMMERMAN, Edward Louis	MEADVILLE

FIRST FORM

BILLMEYER, Henrietta Williams	YORK
CANNON, Alice Blanche	YORK
DEMPWOLF, Mary Blanche	YORK
EISENHART, Lucy Phaler	YORK
FOX, Roy Schmuck, Jr.	YORK
FREY, Mary Elizabeth	YORK
GLATFELTER, William Lincoln, II	YORK
HAKE, Carl Louis	YORK
HUMMEL, George Heck, Jr.	YORK
KURTZ, Isabel Cassat	YORK
LUTZ, Donald Filler	DALLASTOWN
MANLEY, DeHaven	YORK
SHELLENBERGER, Mary Jane	YORK
TROSTEL, Louise Anderson	YORK

SPECIAL STUDENTS

ALTLAND, Bernard
WILLS, Howard
RUTLAND, Richard

Intermediate Department

SIXTH GRADE

DEMPWOLF, Anna Louise	YORK
FACKLER, Jean Brinton	YORK
FAHS, Evelyn May	YORK
KURTZ, Della Margaret	YORK
MCCLELLAN, Josephine	SPRING GROVE
SMALL, Frances Madison Bragg	YORK
SMALL, Samuel, Jr.	YORK
SPANGLER, Horace Edward	YORK
ZIMMERMAN, James	MEADVILLE

FIFTH GRADE

BUPP, Ellen Rebecca	YORK
FREY, Caroline	YORK
GEESEY, Arthur Wenzell	YORK
HUMMEL, Mary Jane	YORK
LEGORRE, Anna Louise	YORK
SMALL, John Henry	YORK
WHITELEY, Ann	YORK
WHITELEY, Catharine	YORK
WHITELEY, Morgan	YORK
GOODLING, Isabel	LOGANVILLE

FOURTH GRADE

GLATFELTER, Theodore McClellan	SPRING GROVE
GRUMBACHER, Anne	YORK
KEGLER, Joan Oakley	YORK
KEGLER, Katherine	YORK
LAFEAN, Betty Ball	YORK
MCCLELLAN, Catharine	YORK
MCGARY, Jean Sparks	YORK
SMALL, George	YORK
STEACY, John Wesley	YORK

THIRD GRADE

GAILEY, Herman Anderson, Jr.	YORK
HARDINGE, Byron	YORK
HARTZELL, Edwin	YORK
HIMES, John White	YORK
JOHNSON, Ella Elizabeth	YORK
KEESEY, Margaret McKinnon	YORK
LEGORRE, Jeanne Francoise	YORK
PRESTON, Pauline Reed	YORK
READ, Harry Malcolm, Jr.	YORK
RODGERS, Phyllis Jesse	YORK
SAYLOR, Regina Mary	YORK
SCHMIDT, Helen Muriel	YORK
WHITE, Frances Elizabeth	YORK
WHITELEY, Purdon Beauchamp	YORK
WHITELEY, Susan	YORK

SECOND GRADE

BOOKER, Frank Marshall, Jr.	YORK
EVANS, Betty Jean	YORK
FOX, Helen Sprengle	YORK
KIRSCHNER, Mary Elizabeth	YORK
KURTZ, Mary Small	YORK
MCLEAN, Betty Louise	YORK
MASON, Robert	YORK
RICHTER, Betty Louise	YORK
RODGERS, Dorothy	YORK

FIRST GRADE

ANDERSON, Joseph	YORK
BARWICK, Jack	YORK
BROOKS, Elizabeth Johnson	YORK
DEMPWOLF, Charlotte Smith	YORK
ELLIS, Helen Louise	YORK
GROSS, Louise	YORK
HETRICK, Nancy Jane	YORK
JENKINS, Dorothy Ann	YORK
JOHNSON, Lester Fremem, Jr.	YORK
KIRSCHNER, Elaine	YORK
KURTZ, Julia Carson	YORK
KURTZ, Betty Jane	YORK
MCCLELLAN, Henry Bruce	SPRING GROVE
REINDOLLAR, Mary King	YORK
SCHMIDT, Josephine	YORK
SMALL, Ann Logue	YORK
STAUFFER, Mary Salome	YORK
ZEIGLER, Nancy Jane	YORK
WILLIAMS, George, III	YORK
THOMPSON, Phyllis	YORK

Kindergarten

ADAMS, Fay	YORK
ALLEN, Gale	YORK
BACON, John	YORK
BAMER, Ruth	YORK
BOYER, Ruth May	YORK
DAWES, Phyllis	YORK
GAILEY, Edwin	YORK

GOTWALT, Margaret	YORK
GRIM, Walter	YORK
HARTZELL, Marion	YORK
HENNESSEY, John	YORK
KINLOCH, Velma	YORK
LEIBOWITZ, Lucille	YORK
LUEDEKING, Robert	YORK
HEAD, Hortense	YORK
GOTWALT, David	YORK
McCLURE, William	YORK
MAYES, Harriet	YORK
METZ, Lillian	YORK
MOSSER, Joseph	YORK
OWINGS, Genevieve	YORK
PAUL, V. Ruth	YORK
ROSENMILLER, Joseph	YORK
SCHMIDT, George	YORK
SCHWARTZ, Mary Jean	YORK
SEFT, J. Russell	YORK
SHIPLEY, Samuel, Jr.	YORK
SMALL, Georgia	YORK
THRONE, Margaret	YORK
VANBAMAN, Walter	YORK
WEISER, William	YORK
WOODRUFF, Robert	YORK
JENKINS, Robert	YORK
TUCKER, June	YORK
KRONE, Sara Louise	YORK
MORSE, Eugenia	YORK
OWINGS, James Lee	YORK
KAUFFMAN, Frances Louise	YORK
RUFF, Mary Louise	YORK
WILT, Coretta	YORK
BENTZ, William	YORK

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